



## Lawrence View Primary School Accessibility Plan

### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Inclusion and equality of opportunity is at the heart of Lawrence View Primary School. It is our mission to ensure each and every child in our school is supported and encouraged to meet their full potential throughout all areas of school life; we will endeavour to make reasonable adjustments to remove any identified barriers to accessing the curriculum and school building in conjunction with advice from the local authority.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan, seeking advice from the local authority's schools and family specialist services and the physical disability team

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school as well as parents and pupils through the SEND review process.

## 2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date for actions completed	
Increase access to the curriculum for pupils with a disability.	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	Personalised curriculums established for identified pupils requiring this adjustment.  Tracking of small steps of progress where children may be working on different objectives	Teachers, teaching assistants and the SENDCo work closely with SFSS to create and review personalised curriculums for those children who need it.  Resources to support this utilised appropriately. Alternative assessment resources researched and purchased in line with new pre key stage.  SENDCo to meet with curriculum co-ordinator to ensure our new curriculum will meet the needs of all pupils.	Teachers, teaching assistants and SENDCo Teachers, teaching assistants and SENDCo SENDCo	Ongoing Ongoing	Pupils with a wide range of needs access a personalised curriculum.  Appropriate resources are purchased and used to support learning.  B Squared and/or PIVATS purchased and used to monitor progress of children working at pre key stage.

Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>Installation of window blinds to reduce glare for visually impaired pupils</li> <li>Ramps - to access sports field</li> <li>Elevators - to access the first floor</li> <li>Corridor width</li> <li>Disabled parking bays</li> <li>Disabled toilets and changing facilities</li> <li>Movement of class bases to accommodate physical needs of children</li> <li>Ability to meet with parents with mobility difficulties for whatever reasons</li> </ul>	Identify any future need for adaptation of the physical environment.	Monitor the access to the physical environment of the school according to the changing needs of the children, staff, and parents/visitors. Make changes where necessary.	SENDCo, Headteacher, Health and Safety lead, Governors.	ongoing	The physical environment remains accessible
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible where appropriate. This includes:</p> <ul style="list-style-type: none"> <li>Internal signage</li> <li>Large print resources</li> <li>Hearing loops</li> <li>Pictorial or symbolic representations</li> <li>Different colour papers/ whiteboard backgrounds</li> <li>High contrast of text on backgrounds.</li> </ul>	Ensure delivered information is accessible to all pupils	<p>Respond to the changing needs of pupils, applying the current good practice where applicable.</p> <p>Liaise with SFSS (schools and family specialist services) to ensure any adaptations to the delivery of information to pupils with a disability is appropriate and best practice.</p>	SENCO	ongoing	All children are able to access the delivery of information successfully.

#### 4. Monitoring arrangements

This document will be reviewed every 2-3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body and the headteacher.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

Risk assessment policy

Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication

Special educational needs (SEN) information report

Supporting pupils with medical conditions policy

Policy date 4/11/21      Review Nov 2024